The Training School

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The Training School

Devoted to the Interests of Children Requiring Special Care and Training

Edited by

E. R. JOHNSTONE, HENRY H. GODDARD, Ph. D., ALICE MORRISON NASH

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Vol. IX, No. 4. JUNE, 1912. Whole Number 96

The Form Board as a Measure of Intellectual Development in Children

Henry H. Goddard

The Form Board is one of the many good things that we have inherited from Seguin. Some of the original boards used by him may be seen at the Seguin School in Orange, N. J., and at the Waverly School in Massachusetts, possibly also at some of the other early American institutions where Seguin worked so helpfully.

Seguin, however, used this apparatus not as a test of intelligence, but as a means of training.

More recently, Dr. Norsworthy, of Columbia University, embodied it among her tests as described in her Psychology of Feeble-Mindedness.

Our present board is a slight modification of the one used by her, the most important change being the substitution of a star and cross for the hexagon and octagon of her board. We found that the similarity of these to the circle made an undue difficulty for defective children. Furthermore, it was difficult to prepare the board so that the octagon block would not fit in the hexagon hole or *vice versa*. This interfered seriously with the tests, since the child getting the block into any hole was satisfied, whether it was the right hole or not.

The board that we use is sufficiently indicated by the accompanying picture. It may be called the standard Form Board, having been adopted by practically all who are using a form board. We have furnished exact patterns of our board to many people, as also to Stoelting & Co., of Chicago, who now manufacture them. This standard board is 14 inches wide by 18½ inches long. The holes are cut into this a half inch deep and the blocks are of seven-eighths wood, so that, when in the hole, they project three-eighths of an inch. This enables them to be easily removed. The blocks are alike on both sides and of darker wood than the board. The holes

are stained inside the same color as the block. It will be seen that there are ten blocks of as many shapes and of such sizes that the ten fill the board, leaving, on the average, from a half inch to an inch between the sides of the different blocks. The relative sizes were so planned that no block will fit into any hole but the one for which it was made. The blocks are arranged as shown in the cut, three on the upper row, three on the middle row, and four on the lower. The board is always used in this position.

In use, the blocks are placed to the right of the board; the child is shown what is to be done by placing a few blocks in their proper hole and calling his attention to the fact that each block has a hole in which it will fit, and only one. He is then told that he is to start at a given signal and put each block into its hole as fast as he can. Then the watch is started and he begins, and the watch is stopped when he has finished the ten blocks.

We also record his every move in the following simple manner: The blocks and their positions are numbered. These numbers do not appear, but are learned by the operator. They are numbered beginning at the top from left to right, from 1 to 10. The examiner is prepared with a piece of paper with ten lines on it, and as soon as the child begins the number of the block that he picks up is put down on the first line. If he puts it in its proper place nothing more is recorded, and we proceed to the second block, putting down its number in the same way. If, now, he tries it in the wrong hole, we put beside the first figure the number of the hole in which he tries it and so on, as long as he makes false moves. When he finally puts it in the right hole, that figure goes down, and, being like the first one on the line, shows that he has finished correctly. If he gives up and tries another block, then the fact that that line is left ending with a figure not like the one that begins the line, shows that he gave up without putting the block in its proper place.

When the record is finished, a single glance shows whether he has put the blocks in without error (in which case there is only a vertical row of figures) or whether he has made a great many mistakes, in which case each line has in it two or more, perhaps even seven or eight figures, showing how many times he has tried the block in the wrong place.

In the results to be recorded later, we have given the child three trials and recorded his best time.

We have not yet studied the method of procedure in placing the blocks in the holes. Whether there is any significance in this we do not know, except in a certain general way. For example, it is very rare to find a child that hunts for a block to put in a particular hole. He picks up the block and then finds the hole that fits it. The lower the grade or the younger the child, the more absurd blunders he makes,—as would be expected.

We give here merely the curve of development in time as we have found it, in order that others who may wish to use the board may thus have a standard of comparison.

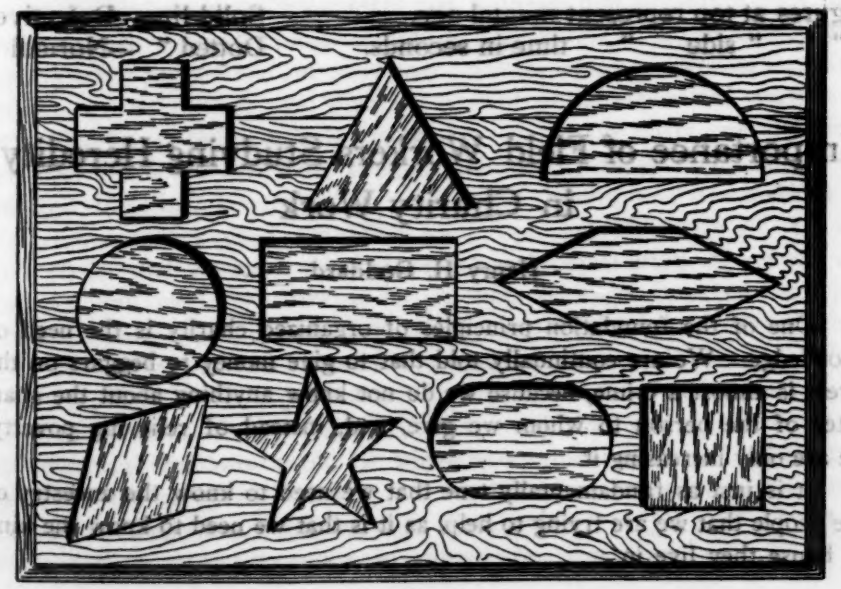
The solid curve shows the averages for defective children. The dotted line is that of normal children.

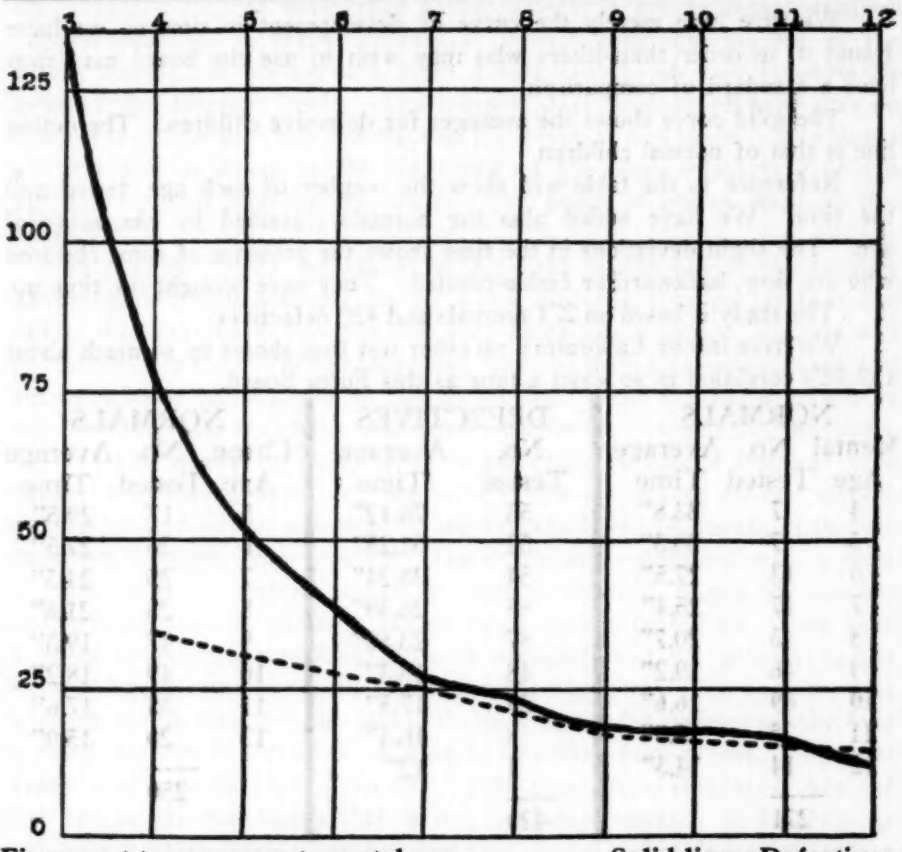
Reference to the table will show the number of each age, tested and the time. We have added also the normals classified by *chronological* age. The slight deviations in the time shows the presence of some children who are slow, backward or feeble-minded. They have brought the time up.

The study is based on 271 normals and 420 defectives.

We have in our Laboratory no other test that shows us so much about a child's condition in so short a time as this Form Board.

NORMALS			DEFECTIVES		NORMALS		
Mental Age	No. Tested	Average Time	No. Tested	Average Time	Chron. Age	No. Tested	Average Time
4	7	33.8"	53	76.12"	5	17	29.5"
5	7	30.3"	52	51.25"	6	26	27.5"
6	13	27.5"	54	38.24"	7	25	24.5"
7	47	25.4"	85	26.39"	8	28	21.8"
8	43	20.7"	87	23.80"	9	47	19.3"
9	46	19.2"	48	18.3"	10	49	18.2"
10	69	16.6"	29	17.5"	11	38	17.6"
11	25	15.9"	8	16.4"	12	20	15.9"
12	14	14.3"	4	12"		250	
	271		420				





Figures at top represent mental age.
" " side " time in seconds.
Solid line—Defectives
Dotted " —Normal

Importance of Field Workers Studying Heredity in Charity Work

Henry H. Goddard

One of the foundation principles of organized charity is the need of knowledge. We are continually told that to give money to beggars on the street is almost a crime, because we do not know anything about the character of the person to whom we give, and, instead of relieving poverty, we are only increasing it.

It is just as fundamentally true that we need to know the ancestry of the people that we are trying to help, as it is that we need to know the kind of house they live in.

A considerable percentage of the persons who come before the charity organization societies are people of bad ancestry. The people themselves may look well and may present, even to the skilled social worker, every outward appearance of being needy and deserving, of being cases where a little help would tide them over and enable them to come out all right and yet who are so handicapped by inherited traits that they never can live a normal life. The Society might spend hundreds of dollars in improving their condition for the time being, and a few weeks later they would be found in the same desolation, because they have not intelligence enough to make good use of what is done for them.

Recent studies in human heredity have shown that there are whole families that are so defective in mentality that they are constantly needing care and attention. They are wards of society. All attempts to rescue these people by the usual means are merely palliative. The money is as thoroughly wasted as is that which is given a fakir on the street. The only rational way of meeting this problem is to study the ancestry of these people and learn the condition of the entire family, and then act in accordance with that knowledge.

Field workers who are trained to recognize mental deficiency, either in the individual that they observe or in others concerning whose lives they are able to learn from living representatives, can solve many of these problems and furnish information that will result in untold good.

Dr. Davenport says: "This three or four per cent. of our population is a fearful drag on our civilization. Shall we, as intelligent people, proud of our control of nature in other respects do nothing but vote more taxes or be satisfied with the great gifts and bequests that philanthropists have made for the support of the delinquent, defective and dependent classes? Shall we not rather take the steps that scientific study dictates as necessary to dry up the springs that feed the torrent of defective and degenerate protoplasm? If only one-half of one per cent. of the thirty million dollars annually spent on hospitals, twenty millions on insane asylums, twenty millions for almshouses, thirteen millions on prisons, and five millions on the feeble-minded, deaf and blind were spent on the study of the bad germplasm that makes necessary the annual expenditure of nearly one hundred millions in the care of its product, we might hope to learn just how it is being reproduced and the best way to diminish its further spread.

"A new plague that rendered four per cent. of our population, chiefly at the most productive age, not only incompetent but a burden costing one hundred million dollars yearly to support, would instantly attract universal attention and millions would be forthcoming for its study as they have been for the study of cancer. But we have become so used to crime, disease and degeneracy that we take them as necessary evils. That they were, in the world's ignorance, is granted; but that they must remain so,

is denied."

That organization or that individual who shall take up the study of this phase of our social and charitable problems will be one of the greatest benefactors of the age. The time is ripe; the path has been blazed. We know enough now of the laws of heredity to enable us to interpret the results of our studies. No greater contribution could be made to our charity organization societies than to enable them to place field workers for the securing of this information. Five thousand dollars would keep three field workers for a year in any of our large cities. They would secure elaborate information on from a hundred and fifty to three hundred cases This information would throw light on from three to ten times as many individuals, that will sooner or later come to the notice of the society, and who, with this information, could be at once disposed of intelligently and rationally, and in a way that would solve the problem.

There is no question that this is to be the next great step towards the solution of our social problems. The only question is, Who is going to be the first in this kind of work?

Little Dottie Dimple

Hazel Capner

Dottie is a little girl, eleven years old physically, and four years old mentally. She has an abnormally large head, deformed feet, and a very poor carriage.

When she came to me last year she had been trained in kindergarten work only. In this she was very slow, yet she was able to use her hands surprisingly well.

As she appeared to be so dull and diffident, with head drooped and hardly ever speaking, it seemed almost a hopeless task to expect to do much with her, and yet, because of her good finger work in kindergarten, we decided to give her special training in sewing, hoping, in time, to fit her to go into needlework class, and later on to be able to do some of the practical sewing of the institution.

I gave her, as her first lesson, buttons to sew on. This she seemed to like and learned rather quickly to do it. Next, I gave her stockings to darn, and it has taken four months of hard, patient work to teach her to do this, but now, at the end of that time, I feel fully repaid for my efforts, for she is able to darn stockings without any help.

As little ones of her ability soon tire of the same lesson, I am teaching Dottie to make needle-books, pin cushions, and little bags. In these she uses the hemming and over-hand stitches. Her stitches are small and even, and all her work is neatly done.

She is very ambitious to make a little white apron, which is to be her next piece of work.

If Dottie continues to improve she will one day be a valuable helper in the sewing room.

I find in all of my work with the little girls that I can get better results from the practical sewing lessons than from any other line of the special work.

Modified Binet-Simon Test

From Eighteenth Annual Report of the Managers and Officers of the Craig Colony for Epileptics, 1912.

During the past fiscal year all new admissions have been graded mentally according to a Binet-Simon modified test, similar to that outlined by Dr. Goddard. We have found this grading of much value because of its great accuracy. In addition to the new admissions, many patients have already been tested.

The following tables show the results obtained:

1.....	42	10	36.....	25	2	71.....	4	1
2.....	20	12	37.....	15	10	72.....	13	10
3.....	17	10	38.....	13	9	73.....	10	2
4.....	19	12	39.....	15	10	74.....	31	9
5.....	21	10	40.....	13	11	75.....	22	10
6.....	23	10	41.....	5	2	76.....	18	12
7.....	13	8	42.....	36	11	77.....	16	9
8.....	16	7	43.....	31	9	78.....	22	15
9.....	15	10	44.....	14	8	79.....	31	10
10.....	22	9	45.....	26	8	80.....	39	15
11.....	36	8	46.....	18	11	81.....	22	12
12.....	37	11	47.....	16	4	82.....	24	9
13.....	12	7	48.....	15	10	83.....	49	15
14.....	11	1	49.....	47	13	84.....	22	9
15.....	22	9	50.....	21	9	85.....	35	11
16.....	40	10	51.....	26	5	86.....	31	8
17.....	18	8	52.....	21	10	87.....	14	7
18.....	43	11	53.....	20	9	88.....	19	6
19.....	28	10	54.....	18	10	89.....	16	4
20.....	14	11	55.....	20	10	90.....	19	8
21.....	18	10	56.....	14	10	91.....	22	8
22.....	15	6	57.....	37	10	92.....	10	2
23.....	42	2	58.....	12	7	93.....	26	6
24.....	6	1	59.....	32	13	94.....	19	10
25.....	7	4	60.....	32	13	95.....	19	9
26.....	16	11	61.....	33	8	96.....	16	5
27.....	25	10	62.....	21	13	97.....	13	5
28.....	17	8	63.....	20	8	98.....	15	4
29.....	20	8	64.....	13	11	99.....	11	7
30.....	26	8	65.....	37	7	100.....	17	4
31.....	13	10	66.....	14	8	101.....	19	13
32.....	21	12	67.....	47	9	102.....	18	10
33.....	29	12	68.....	34	10	103.....	22	10
34.....	4½	2	69.....	10	4	104.....	17	4
35.....	50	4	70.....	18	2	105.....	18	3
						106.....	14	6

How shall we Educate Mental Defectives

Henry H. Goddard

(Concluded)

Let us consider number. There is nothing perhaps to which we are all so much slaves as to the idea that all children should be educated to manipulate figures. We teach this early and we teach it long, and yet there is perhaps no one subject in our whole course of study which yields such poor results; there is probably no subject for which so many children develop a positive hatred.

Seven years' experience as instructor in a Normal School has convinced me that a very large number of children somehow get spoiled for mathematics. I believe this is because they have begun the study too early. They have taken it up before their minds are developed sufficiently to enable them to comprehend and make good use of the instruction in that line. It becomes, therefore, of very great importance to discover whether this is a suitable subject for sub-normal children.

The topic is difficult of investigation, because it is possible for the child to imitate the sounds that are repeated to him, to memorize combinations and to appear to know something about the numbers with which he works. The extent to which it is possible to memorize elaborate combinations of numbers without comprehending them, is demonstrated repeatedly by trained animals. We have many cases of horses that have been trained to work out numerical combinations of surprising proportions. These are merely rote combinations associated with certain sounds or with certain movements or motions of the trainer. No one contends that the animal comprehends what he is doing, or is able to make understandingly any number combinations. No case has yet appeared in which the animal uses these numbers with anything like understanding.

But if this can be done with animals; even more may it be done with defective children.

Bearing this in mind, it is well to test any performances of defective children that seem like intelligent work and ascertain surely whether they are such or not. In December, 1907, and March, 1908, the writer published two articles bearing upon this question. The first one had been suggested by using Dr. Nosworthy's test for "semilogical memory." She has four sentences. Number I. ***I have one head, two eyes, two hands, and ten fingers.*** Number II. ***I sit in my seat, I read from a book, I write with a pencil.*** Number III. ***One and two are three, three and four are seven,***

five and six are more than ten. Number IV. *In the morning I go to school, after school I play, at night I go to bed.* It was discovered by us that children who could do this test fairly well were invariably much lower in Number III than in any of the others. Oftentimes children who did the others perfectly failed on this third one.

This led us to investigate the cause. We became convinced that the difficulty rested in the fact that Number III deals with numbers. These are unintelligible to most of the children, and, therefore, badly remembered. We found, from a study of Dr. Nosworthy's article, that even with normal children there is a drop on the third question of from 4 to 10 per cent. below the others. Children of the various ages, who got from 80 to 90 per cent. of the others correct, get from 77 to 83 of this. She also tested seventy-six mental defectives of the very highest grade. The average made by these seventy-six children for the four sentences, respectively, is 65, 62, 43, 70, Number III being again more than 20 per cent. below the others.

We studied, with detail, a large number of cases in our school. I shall give you only one or two as an illustration. For example, a girl 19 years old has been studying and working with numbers here twelve years; can add, subtract, multiply, and divide; is relatively a very bright girl. Her per cent. of correct reproduction of the four sentences, respectively, is: 100, 100, 50, 90. A boy, 14, has been four years in the public school; has had number work for more than a year here; his record is: 40, 100, 32, 64. Another boy, 14, has had number work six years; can add and can subtract simple numbers. Record: 60, 100, 0, 67. A boy, aged 10, has had number work three years; can add a little. Record: 80, 100, 33, 100. As a result of this study we came to the conclusion that the number concept is very rarely developed at all in mentally defective children; when it does develop it develops late, and apparently with very little power. We seem to have an exception which proves the rule in the wonderful mathematical prodigies which occasionally appear.

We have suggested also that this late appearance of the number concept in normal children may account for those cases which find number work so hard in the schools.

Our second study corroborated this. Some eight years ago there was in the institution at Vineland a teacher of number work who had very great faith in the value of number work for the development of the mind. He accordingly trained the children until they could cover the blackboard with figures and add them without a single mistake. I suppose one could hardly look on such a performance without being inclined to say, "That certainly is marvelous training; great things have been accomplished." These children are still in the institution. It seemed to us that by examining them now and ascertaining the condition of their mind as to num-

ber we should discover something as to the value of this sort of training. We accordingly prepared a careful set of questions and brought the children in, one by one, and asked them to answer. I should state that these children are now from 20 to 30 years of age; they are excellent workers at the institution, and belong to our highest group; several of them are very often mistaken for employees of the institution, and even when told that they are not employees a stranger is inclined to think that they are detained in the institution without justice, nevertheless we know that they are feeble-minded and that they belong here.

The result of this investigation was that of eight of these children examined not one could handle numbers in any satisfactory manner. They could not answer such questions as how many are three and two; nine less seven. Not only could they not deal with these abstract problems, they could not even deal with concrete problems unless they referred to matters that were within their daily experience. For example, one of these is a young man 28 years old, who hauls coal. He could answer problems connected with his hauling of coal, but he could not solve the same problem if we substituted loaves of bread for loads of coal. In the case of the coal, we can see that it was so familiar to him that he could see it before his mind's eye and count it off from this mental picture as he would count straws in front of him, but never having seen a dozen loaves of bread together he was unable to visualize them, and unable to apply his numerical combination to them. It was apparent that all of the old adding of numbers on the blackboard was purely rote work; that the child memorized it as he would have memorized a page of Greek or Latin, which he did not comprehend. Furthermore, it seems to have had no benefit upon his general mentality, in any way whatever, neither in his ability to handle concrete numbers, nor the application to any other phase of mental work.

In this case at least formal discipline has had no value and has accomplished nothing appreciable for their development or improvement.

It is impossible to give in this paper all of the arguments. The foregoing must suffice to indicate the character of the studies that we have made, which have led us to our conclusion. That conclusion is this: It is a mistake to attempt to teach mentally-defective children either reading, or writing, or number work, and by mentally-defective children in this connection we mean those very high grades which are only recognized by the experts—those who make up the special classes and the Hilfsschulen.

Such children can be taught to do a great deal that looks like valuable work. They can make number combinations; they can go through the form of reading; they can do a certain amount of writing; but that they do this intelligently or can be made to do it intelligently, we are inclined to deny.

There are, of course, occasional rare exceptions in all of these lines, just as there are occasionally mathematical prodigies that can work wonders with numbers.

In this connection one is tempted to stop and ask, "What is there about reading, and writing, and numbers that has made the whole civilized world go so madly after them?" "What is it that has made us all feel that everybody should be able to read, and write, and count?" "Is it a real necessity, or is it only a fad of the time or of the century?" "May not one become just as moral a person without any of these attainments?" "May he not work as honestly and as faithfully at whatever he has learned to do and earn his living and contribute to the world's welfare, as well without any of these attainments?" If one is inclined to answer this in the negative, let him turn to his ancestors and see how far back he must go in order to find most important personages in the community, who could not sign their names or read the names when written; who could not count more than their fingers. The greatest civilization, in some respects, that the world has ever seen was made up of people who had no names for numbers higher than 10,000. It is not difficult to pick out from history many names of people who could do none of these things.

No one can deny that history is full of examples of people who have been great benefactors of their race that had little or no attainments in this direction. This being the fact, why is it that we persist in drilling feeble-minded children upon these things. We say that we want to prepare them for a place in the world, to earn their own living, and that in order to compete in the struggle for existence they must be able to do these things. They cannot get as good a position if they cannot read and write. True, but if they cannot learn to read and write, what then? We have ignored entirely the fact that we are not accomplishing what we attempted to do and that the children who had been thus trained went out into the world, and still failed to accomplish that which we expected. By not teaching them these subjects we are not depriving them of any rights, we are not condemning them to a life of uselessness. We are simply declining to harass them with those things that they cannot comprehend. We are saving the time which would be spent upon these things in order to devote it to something that is useful, something that does make them happy, and something that does enable them to do something toward their own support, even if they are not fully capable of taking care of themselves.

I should maintain that this holds not only for those children who are in institutions for the feeble-minded, but also almost as fully for the children in the special (ungraded) classes or in the Hilfsschulen.

If then we banish book work from these classes, "What shall we do?" The answer is clear: if we cannot train through the eye used upon the

printed page, or through the ear, we can train through the hand, and training children *to do things* is vastly easier and vastly simpler than training them *to read about things.*

We come then to the positive side of the argument. The one thing that fits all of these children, the one thing that draws out whatever is to be drawn out of them, is training of the hand, manual training, industrial training, these things such children can do with wonderful success. In this they are interested; this they do with great joy; it arouses in them a feeling of satisfaction at accomplishing something. Every one knows this, because all institutions and all special classes and Hilfsschulen devote some time to this sort of work. The only reason that more of it is not done is, I believe, because the persons in authority look upon this as a play, and not as mental development, not realizing that for this class of children it is the only thing that means mental development.

As we have argued, the child may learn a great many things by rote without ever thinking about them at all. He cannot do things with his hands without thinking about what he is doing, at least until he has done it so often that it becomes automatic.

We have, in this manual work, material for development which fits all grades. The low grade does the simplest things, the middle grade can be taught to do more complex work, while our highest grade finds here scope for all his faculties and abilities. He can use all the thought and intelligence and judgment that he can command, and always his work is ahead of him and leading him on. He works with interest and with joy, and leads a life as useful as it is possible for his defective brain to carry on.

I have had in mind, in the argument so far, the idea that these children were to go forth from the institutions or the special classes and attempt to earn their living in the world. I have done this because I suppose, for many years, this will be practiced.

I do not want to close, however, without entering a strong protest against this policy, and urging strongly that the only rational thing for society to do is to colonize these people and to care for them for life in institutions where they will be happy and as useful as it is possible for them to be. The crime of the age, from the social standpoint, is to turn these children loose in the world when they are 14 years of age, as is done in Germany, in England, and in the United States to a very large extent. We have now some institutions that keep these children for life. Many think that this is a large undertaking and practically impossible, but we must not forget that these people have to be taken care of somehow. They are in the world and must be cared for until they pass out.

It is certainly cheaper, as well as more humane, more rational and better for the future, to take care of them in institutions where we can

use their labor to the utmost advantage, rather than let them go uncared for and untaught in the community, eking out a miserable existence and calling upon society to help them even at that. This says nothing of the large percentage of them that become criminals, and so destroy even more than they cost otherwise.

So my answer to the question, "What should be the course of study for children in institutions for feeble-minded and for the Hilfsschulen?" is very quickly and briefly given.

It should be manual training first, last and all the time, manual training that is adapted to the child's special ability, manual training that will make him happy and useful, and contented, and that will solve the problem so far as it is capable of solution. We have in America several large colonies where groups of these defectives live as nearly a normal life as is possible for them to live. They do the work on the farm, plant the crops, care for them, and gather them; they do all the routine work of the old-fashioned farm, but always under the supervision and direction of an expert farmer, who is able to utilize their abilities to the greatest advantage. They are perfectly happy. The one great thing which society needs—that they should never marry—is also accomplished by this plan.

No one visits these colonies and studies into the conditions without feeling that here is the solution of one of the greatest social problems that is now facing our advanced civilization.

From the Report of the Committee on Provision for the Feeble-Minded and Epileptics

(Concluded)

This Committee wishes at this point to make record of the fact that it was the concerted action of the several thousand citizens, to whom this report is now being sent, which made possible the appropriations noted in the earlier part of this report.

The Legislature during its session in 1911 enacted laws providing:

(*a*) For the sterilization of certain feeble-minded, epileptics, criminals and other defectives.

(*b*) That Boards of Education ascertain what children are three or more years below normal, and requiring the establishment of Special Classes whenever ten or more such children are found in any school district.

(*c*) The medical examiners shall examine Special Class children every three months.

The New Jersey institutions are recognized as being progressive in all matters relating to the care and study of their wards. The research departments in the three institutions are gathering facts of the utmost importance in the proper understanding of the causes and treatment of epilepsy and feeble-mindedness.

One hundred and eighty public school teachers from various parts of the United States have been trained in the Summer School for Teachers at Vineland. This training is to fit them to better understand the backward, feeble-minded and special children found in the public schools. The demand for such trained teachers is so great that this work should be extended.

Perhaps the most striking evidence of the standard of work being done by the institutions of New Jersey is the number and character of visitors from other States and countries who come to study our institutions and their methods.

Such a standard would not have been possible were it not that the members of our Legislature have been liberal and wise in their treatment of the institutions, and a large number of thoughtful citizens and societies have aided in securing results. The mailing lists of this Committee includes nearly three thousand citizens who have used their personal efforts to secure proper care, study and treatment for the feeble-minded and epileptic of our State.

In presenting this report the Committee on Provision for the Feeble-Minded and Epileptic wishes to reiterate the policy outlined in previous reports for the comprehensive care of all the feeble-minded and epileptics of the State, viz.:

. . (*a*) Medical inspection of school children is now required in every school district. (Chap. 92 of laws 1909.) The medical inspection should go farther than merely to detect contagion, sanitary conditions, etc. Eye, ear, nose, throat and teeth should be carefully examined and all remediable conditions corrected.

(*b*) The primary children of every school district should be examined by the Binet Measuring Scale of Intelligence or something equally effective, and as soon as possible a method should be adopted which shall be uniform throughout the State.

(*c*) In every school district in which there are ten or more children who are four or more years behind grade there should be established special classes. (This has been accomplished, Chapter 234, laws of 1911.)

(*d*) Backward and feeble-minded children should be placed in such special classes as long as it is safe to keep them in their homes, and the training should be largely industrial and manual. This will relieve the State and the community of a great deal of the expense of their maintenance.

(*e*) All feeble-minded children of every grade (including morons,

imbeciles and idiots) who cannot properly be kept in their homes and sent to the special classes should be sent to the Training School at Vineland, where in so far as possible they should be trained for the lives they will live when they become men and women in years.

(*f*) All feeble-minded women of every grade (including morons, imbeciles and idiots) should be provided for at the State Institution for Feeble-Minded Women, where they shall find proper care and be given such profitable occupations as they are able to follow, such as small fruit and poultry raising, gardening and floriculture in summer, and needlework of various kinds, the weaving of stockings, underwear, carpets and rugs in winter; supplying not only their own needs, but also those of other wards of the State.

(*g*) All feeble-minded men of every grade (including morons, imbeciles and idiots) should be provided for at the State Village at Skillman, where they shall have proper care and be given such profitable occupations as they are able to follow, such as farming and even manufacturing on a small scale.

(*h*) All of the epileptics of every age and grade should be cared for at the State Village at Skillman, where there should be every facility for their scientific study, care, treatment and occupation.

(*i*) The scientific departments at the State Institution for Women and the Epileptic Village should have every encouragement, for the time for mere custody is past. This is the day of preventive measures, and nowhere is there such an opportunity to study means of prevention as in the institutions themselves.

Every public institution should be a laboratory for the study of its problems.

Review

HEALTH AND MEDICAL INSPECTION OF SCHOOL CHILDREN. By Walter S. Cornell, M.D. F. A. Davis & Co., Phila., 1912.

No innovation in our educational work has made such rapid progress or appealed so strongly to the public as medical inspection of school children. Indeed, it has progressed so rapidly that until recently there has been no adequate source of instruction for those who would take up the work carefully and conscientiously.

At last we have a book that gives the medical inspector the information that he so much desires. The author says, in the preface: "The aim of this book is to present a practical exposition of the work of medical inspection, born of the examination of some 35,000 children, and to give to physicians and teachers a survey of medical practice as it relates to children of school age."

The author has had wide experience and unusual opportunities for studying this problem. He has brought to his task a mind unusually keen in eliminating the unessentials and focusing upon the salient features in a way that is clear and concise, so that the six hundred pages of text and illustrations are crowded full of practical suggestions, demonstration and facts.

One hundred and fifty pages are devoted to medical inspection, under the heads of "Administrative Considerations," "Inspection of Children," "The Correction of Defects," "Results of Medical Inspection," "Present Status of Medical Inspection in the United States."

Nearly fifty pages more are devoted to hygiene, including "School Sanitation" and "Personal Hygiene." The rest of the book takes up "Defects and Diseases as Found in School Children," under the sub-heads of "The Eye," "The Nose and Throat," "The Ear," "The Teeth," "The Nervous System," "Mental Deficiency," "The Skeleton," "Nutrition," "The Skin," "Speech," "Infectious Diseases," "Prevalence of Defects and Diseases."

Over eighty pages are devoted to the important subject of "Mental Deficiency." In this very difficult field so new and untried the author is wisely conservative.

The inspector who follows the author's classification and characterizations need have no fear of making the mistake of calling normal children feeble-minded. Rather he will let many go by as "border-line cases," whom later experience in life will prove to be "incapable of independent existence."

The Binet tests are included, and some discussion of them. It seems to the writer unfortunate that the unrevised scale is used instead of the latest revision, not even Binet's revision being included. The author is hardly sympathetic with the scale and does it scant justice. He clings rather tenaciously to the old but now pretty thoroughly exploded notion that "malnutrition, adenoids, home illiteracy, or foreign parentage" may produce a backwardness of two or three years, and that if such cause is removed the child will return to normal mentality; therefore, these things must be taken into account in using the Binet Scale.

It seems to be nearer the truth that these things seldom if ever produce a backwardness that will show as much as three years by the Binet Scale, and in the rare cases where such a result may follow the cause has acted so long that restoration does not take place, and hence for all practical purposes the child is feeble minded.

That the Scale must be used with common sense and judgment is, of course, clear. But here again the reader who will follow Dr. Cornell's implications in this matter, will pass many a feeble-minded child as normal.

This book is undoubtedly the best thing that has yet appeared on the subject of medical inspection of school children and it will most certainly remain for years to come the medical inspector's *vade mecum*.

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